

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of August 26-30, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - PE	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: Family Trip;
	<u>Spelling: Review of short a & i words</u>		An Interesting Trip
N	Challenge words in dict. Sentence		Students will review information
D	<u>Phonics Charts-# 1-2 titled:</u>		on KWL; finish a story map;
A	When You Can Read; Bookworm		Genre study & Guided Rdg. Group
Y	Flash Card Drill of Sight Words		DAILY 5: Read to Self; Read to
	Oral Language/ News Book		Someone; Listen to Reading; Word
	Character Education word:		Works; Work on Writing and
	Responsibility		CAFE ComponentsRL.2.1, .2,2.3..4,5
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:00</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library/Counseling	oral & Silent Rdg: Family Trip;
E	<u>Spelling:Review of short a & i words</u>		An Interesting Trip
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #1-2 Titled:</u>		characters; settings, sequence
A	When You Can Read; Bookworm		events, predict author's message
Y	Flash Card Drill of Sight Words		DAILY 5: Read to Self; Read to
	Character Education word:		Someone; Listen to Reading; Word
	Responsibility		Works; Work on Writing & CAFE
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:00</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - PE	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Family Trip; An Interesting Trip
D	<u>Spelling:Review of short a & i words</u>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart -#1-2 titled:</u>		Describe how setting is
D	When You Can Read; Bookworm		conveyed & similarities. DAILY 5:
A	Flash Card Drill of Sight Words		Read to Self; Read to Someone;
Y	Character Education word:		Listen to Reading; Word Works, Work
	Responsibility		on Writing & CAFE Component
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	Neighborhood News; Book Week
U	<u>Spelling-Review of short a & i words</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart #1-2 Titled:</u>		the author's message of the story.
D	When You Can Read; Bookworm		Centers: Spelling, Writing, rhyme
A	Flash Card Drill of Sight Words		listening, computers, poetry
Y	Character Education word:		charts, Listening Center,
	Responsibility		phonics, grammar center.
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:00</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - PE	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	News from the Market; News Fair
R	<u>Spelling:Review of short a & i words</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #1-2 Titled:		complete, coherent sentences.
A	When You Can Read; Bookworm		Centers: Spelling, writing,
Y	Flash Card Drill of Sight Words		listening, computer. Play "sparkle"
	Character Education word:		and read poetry charts with
	Responsibility		writing poetry activities.

CURRICULUM OBJECTIVES:

Math Objective: Students will learn how to count using counting cubes & pattern blocks; using the number line; the 100 chart; Ten c
Shared Reading Objective: compare s : Use appropriate listening skills, as well as identify complex and irregularly :
Spelling Objectives - short vowels- a, e, i, o, u Short vowel words with a,e,i,o,u
Oral Language Objective: Practice Sp Work on reading fluency
Science Objective: Students will unde learn all about how we care for the land
SuccessMaker Objective: Use targeted practice and interventions on the computer in reading and math for each stu
Guided Reading Objective: Find author's message in a story; describe how setting is conveyed; review KWL chart
Explicit Oral Language Objective: Ora and guided reading books
Weekly Reader Objective: students wi learn about fire safety and ways to preent fires
Social Studies - Students will learn ab about rural areas and using natural resources.

COMMON CORE STANDARDS:

Reading: Ask and answer such questions as who, what, where when, why and how to demonstrate understanding
Writing Standard: Write opinion pieces in which they introduce the topic or book they are writing about, state an op
reasons, and provide a concluding statement or section.
Speaking and Listening: Participate in collaborative conversations with diverse partners about grade 2 topics and t
Language Standard: Participate in collaborative conversations with diverse paratners about grade 2 topics and tex
Math Standard: Make sense of problems and perservere in solving them. M1, M2, M5, M6
Technology Standard: Select from several teacher-selected internet sites to locate information.
Social Studies Standard: Analyze U.S. historical eras to determine connections and cause and effect relationships
Science Standard: Make a timeline to indicate the life cycle of an insect. Use scienfitic thinking skills of observing.

<u>Math</u> 11:30-11:40 Exploring Connecting Cubes Classroom Routines and Ten-Minute Math activities M1, M2 Standards	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:05 10 minutes number routines Standards: M5-M6 T1, T2	<u>Lunch</u> 12:05-12:35	<u>SuccessMaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.
<u>Math</u> 11:30-11:40 Cover and count and also building Cubes Ten-Minute Math M5-M6 Standards T1, T2 Standards	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:05 10 minutes number routines Standards: M5-M6 T1, T2	<u>Lunch</u> 12:05-12:35	<u>SuccessMaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.
<u>Math</u> 11:30-11:40 Guess numbers on the number line Ten-Minute Math M1, M2 Standards M5-M6 Standards	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:05 10 minutes number routines Standards: M5-M6 T1, T2	<u>Lunch</u> 12:05-12:35	<u>SuccessMaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.
<u>Math</u> 11:30-11:40 Counting sets of up to 60 objects Ten-Minute Math M1, M2 Standards M5-M6 Standards	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:05 10- minute number routines Standards: M5-M6 T1, T2	<u>Lunch</u> 12:05-12:35	<u>SuccessMaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.
<u>Math</u> 11:30-11:40 Using various strategies for counting	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:05 10 minutes number	<u>Lunch</u> 12:05-12:35	<u>SuccessMaker</u> 12:55-1:15 Self-paced interactive

accurately.		routines	courseware
Ten-Minute Math M1, M2 Standards M5-M6 Standards		Standards: M5-M6 T1, T2	in content areas of reading and math in the computer lab.
cubes and time spelled words.		M1,M2, M5, M6 RL.2.1, 2.2, 2.3,2.4,2.5,2.6,2.7 RL2.1 SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2	
idents level.			
of key details of a text.		RL.2.1, 2.2, 2.3,2.4,2.5,2.6,2.7	
inion, supply reasons that support the opinion, use linking wrods to connect opinion and			
exts with peers and adults in small and larger groups.			SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2
s with peers and adults in small and large groups.			SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2
in reference to chronology.			
commuicating, classifying, and comparing.			

MATH (M5,M6, T1,T2) 1:15-2:00 Pg. 1-2 Students will be working on Ten Cubes and Time describe arrangements of ten cubes 5students will solve problems from connecting the cubes Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations.	<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> 2:15-2:30 Students will be composing various stories to enhance the import. of learning writing skills.	<u>RTI - (Response to Interventions)</u> 2:30-3:00 screening, progress monitoring data based decision making, standards based data driven & responsive to student needs	<u>Science /S.Studies Weekly Reader/JA</u> 2:45-3:25 Science-pg. B48-B66 Students will be learning about how we care for the land. <u>Weekly Reader-</u> We will be learning about how to make a movie. <u>Dismiss - 3:30</u>	
<u>Math (M5,M6, T1, T2)</u> 1:15-2:00 Pg. 3-4 Studentts will be working with counting cubes and pattern blocks work with connecting cubes Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.	<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing	<u>RTI - (Response to Interventions)</u> 2:30-3:00 screening, progress monitoring data based decisions standards based data driven & responsive to student needs	<u>Social Studies - Pg 11-20</u> 3:00-3:25 Students will learn about rural areas and natural resources. <u>Dismiss - 3:30</u>	
<u>Math(M5,M6, T1, T2)</u> 1:15-2:00 Pg.6-7 Students will be working with the number line to focus on counting and Guess My Number of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing	<u>RTI - (Response to Interventions)</u> 2:30-3:00 screening, <u>progress monitoring</u> data based decision standards based data driven & responsive to student needs	<u>Weekly Reader- 2:45-3:25</u> Students will learn about different kinds of animal habitats. Use Promethean Board for learning about animal habitats <u>Dismiss - 3:30</u>	
<u>Math (M5, M6, T1, T2)</u> 1:15-2:00 Pg. 8-9. Students will be working with the number line and counting activities. Students will compare number line & 100's Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills	<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing	<u>Shared Rdg./Spell. Rhyme Charts</u> 2;30-2:45 screening, progress monitoring data based decision standards based data driven & responsive to student needs	<u>Weekly Reader - 2:45-3:25</u> Students will make posters in small groups depicting all the ways we can be safe in preventing fires. <u>Dismiss - 3:30</u>	
<u>Math (M5, M6, T1, T2)</u> 1:15-2:00 Pg 10-11. Students will be learning learning accurate strategies for counting and equivalent numbers	<u>Recess</u> 2:00-2:15	<u>Creat.Writ.</u> Students will be composing various	<u>Shared Rdg./Spell. Rhyme Charts</u> 2:30-2:45 screening, progress monitoring	<u>Weekly Reader-2:45-3:25</u> Students will be learning about various kinds of produce that we can find in the fall.	

problem solving. CGI problems		stories to	data based decision	
Problem of the Day. Mad		enhance	standards based	The students will
Minute Tests. Flash card drill		the import.	data driven &	then share their findings
Students will be able to write		of learning	responsive to	to the class.
value of underlined digits.		writing	student needs	<u>Dismiss - 3:30</u>

W2.1, 2.2, 2.3